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ABSTRACT

These two issues of the "SLANT" Newsletter for researchers in second language acquisition are highlighted by reports on research in progress in France. Also included are reports from the 1977 Los Angeles Second Language Research forum, including abstracts of presentations at the Forum. (JB)

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SLANT

Second Language Acquisition Notes & Topics

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A NEWSLETTER FOR RESEARCHERS

Issue Number 6 Los Angeles 2nd Language Research Forum Issue July, 1977

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This issue of SLANT focuses on the Los Angeles Second Language Research Forum held in February at the University of California-Los Angeles and includes brief abstracts of the forum presentations. A trend in second language research in the U.S. may be indicated in that the greatest number of presentations in one category occurred within the group entitled "Interaction." Proceedings of the Forum will be made available for those wishing more details; for further information, refer to the section Proceedings at the end of the abstracts.

With this sixth issue of SLANT, we will have published one conference, one British, and four American regional editions. We have not yet heard from Latin America, Africa, Canada, Continental Europe, the USSR, the Middle East, the Far East, Southeast Asia, and Australia. The staff extends an invitation to you to be the editor of a special issue on a conference or on current research in your part of the globe. Let us know your interests! One way to share your interests is by editing an issue of SLANT.

Barbara Ferrin

Report on the First Annual Second Language Research Forum at UCLA

Sabrina Peck Judy Wagner-Gough

The Los Angeles Second Language Research Forum was held at UCLA on February 11, 12 and 13. On February 11 keynote speeches by Evelyn Hatch of UCLA and Merrill Swain of the Ontario Institute for Studies in Education summarized past and future directions for second language acquisition research. Thirty-five papers were presented, grouped in the following areas: phonology, contrastive analysis, comparing L1 and L2 learning, global issues, the linguistic product, interaction, pidginization, child bilingualism, inside views, and the good language learner.

In "An Historical Overview of Second Language Acquisition Research," Evelyn Hatch reminded the audience that Professor Werner Leopold was the first to call for a serious study of child language and child bilingualism. She reviewed the observational and experimental studies that have been done subsequent to Leopold's work, and pointed out that many of them are products of the 1970's. She stressed that at present there is no "best way" for doing research, and that the field of language research is "wide open."

To indicate "Future Directions for Second Language Acquisition Research," Merrill Swain talked about some of the ways the field has expanded in the last two years. Work on input to the learner, both in a natural setting and in an instructional setting has greatly increased. Other areas of new or expanding work deal with the learner (for instance, personality characteristics and cognitive style) and learning itself (both unconscious mental processes and conscious strategies.) Researchers who are studying the linguistic product are moving into new areas such as pragmatics, discourse, and intonation. In addition to enlarging the scope of what we study, Swain emphasized that a more sophisticated methodology is needed in order to sort out the relationships between variables. We need to consider issues of research design such as the random selection of subjects, and we need to obtain validity and reliability indices of existing instruments. In data analysis, we need to use statistical procedures which permit the analysis of large quantities of data and to determine the degree to which the variables are related. Also, in reporting their procedures, it is important that researchers include enough information so that experiments can be replicated.

The thirty-five papers covered many of the familiar and unfamiliar areas of research that had been mentioned by Hatch and Swain.

Phonology

In the phonology session, Backman's "Learner Intonation--A Pilot Study" used acoustic measurements to analyze such features as total sentence contours of questions and statements, initial rise, and final contour in the speech of one native English speaker, one newly arrived Mexican male, and one Mexican male who had been studying ESL in Boston for 9 months. Speech was elicited in Spanish and in English by having the Spanish speakers read dialogues in a role-play situation. In an analysis of the duration of segments and the average of the fundamental frequencies for rises and falls, it was found that the more advanced ESL learner more closely approached the American model.

In "The Ontogeny of the Ability to Recognize Foreign Accents," Scovel hypothesized that young children would be consistently able to distinguish native from non-native speakers on a tape. This was a replication of a previous experiment in which Scovel had used adults as subjects. Variables such as sex, age and degree of contact subjects had with non-native speakers were considered. Scovel found that age was an important variable for determining success in separating native from non-native speakers.

Contrastive Analysis

In the contrastive analysis session, Janet Anderson's paper was titled "A Comparison of the Order of Difficulty of English Sentential Complements Between Native Speakers of Spanish and Native Speakers of Persian." Eighteen ESL learners from each language group were administered a written test. On the multiple choice section of the test, the difficulty order for the 6 types of complements investigated was identical for both groups of subjects. Except for one reversal, both groups also exhibited the same order of difficulty on the translation section.

Roberta Malone in "A Systems Critique of the Contrastive Analysis Hypothesis" argued that the General Systems Theory may give us some further insight into why the Contrastive Analysis Hypothesis has not been an adequate predictor of errors in second language learning. After explaining the General Systems Theory, Malone suggested that it may be a valuable source for establishing new directions in our research.

In "Sources of Error in Second Language Relative Clause Acquisition," Ioup and Kruse found that interference played only a small role in the acquisition of English relative clauses. Keenan's (1972) hypothesis that "relative clauses with relativized subjects will be acquired before those with relativized objects" (abstract) seemed to account best for the data from adult learners of different language backgrounds.

Lloyd Anderson ("Covering Intermediate States in Language Learning Through Scaling Analysis") proposed that we look for developmental sequences in the learner's speech by scaling, or charting, the learner's interlanguage. To illustrate this scaling technique, Anderson made reference to data collected by Berkau (1973) and Sheldon (1974) on relative clauses.

Comparing L1 and L2 Learning

Lightbown's paper was "French L2 Learners: What They're Talking About." She used a system designed in L1 research to categorize utterances in the speech of two preschool boys learning French as a second language. Then she traced the development of the utterances encoding the semantic relations of action, locative action, and naming. In comparing this L2 data with French L1 data, Lightbown found that the same semantic relations account for the majority of early sentences in both kinds of data. There were differences, however, and these were evaluated with reference to frequency and perceptual saliency of similar utterances in adult speech, appropriateness to the child's cognitive development, syntactic complexity, and a hypothetical LAD.

In "Developmental Principles in Naturalistic L2 Acquisition," Wode showed that, in his data from child L2 English/L1 German and L2 German/L1 English learners, L1 interference in word order occurred only at specific points. The result was that the children went through stages in which they used orders that approximated L2, then L1, and lastly L2.

Felix argued in "Developmental Sequences in First and Second Language Acquisition" that results suggesting a similar development in first and second language acquisition are due partly to inadequate methods of data collection and partly to the special properties of the structures that have been selected for analysis. His subjects were similar to Wode's subjects in age and language backgrounds. Felix further argued that L1 utterances are based on conceptual rules while L2 learners use syntactic rules, even during the early stages.

Global Issues

Larsen-Freeman and Strom presented "The Construction of a Second Language Acquisition Index of Development." Forty-eight compositions written by non-native speakers of English were assigned to proficiency levels, and a number of features of the compositions were considered in order to identify those features that made each level unique. "Preliminary results suggest that measures of length and error-free T-units are viable contenders on which to base an index of development for writing. As T-units are easily quantified, linear progression does seem possible and they seem to be impervious to differences in language backgrounds." (presentation)

In "Expectations for Success of Failure: A Role in Foreign Language Learning," Trabert reported on the results of a preliminary study which incorporated a measure of the learner's expectations and attributions into an existing foreign language aptitude test. Differences in achievement on foreign language learning tasks were measured and correlated with differences in learner attributions and expectations. Trabert claimed that language aptitude tests which do not contain some measure of the learner's expectation are incomplete since this variable has been shown to influence success in language learning.

The paper by Birnbaum, Butler and Krashen was titled "The Use of the Monitor in Free and Edited Compositions in English as a Second Language." Their results suggested that intermediate ESL learners do not seem to attend to grammar, even when writing carefully. Subjects wrote compositions under two conditions: in one, they were told that the number of words, not accuracy, was important; in the other, they were told that accuracy counted. The compositions were then analyzed for six

grammatical morphemes, and it was found that the overall accuracy was similar in the compositions written under both conditons.

Another paper that dealt with aspects of Krashen's Monitor model was Robertson and Krashen's "Hard Rules are Acquired, Easy Rules are Learned." ESL students were asked to choose the correct sentence from each group of four sentences. They were then asked whether they had made their judgment by "rule" or by "feel," and, if by rule, to state the rule which applied. The results showed that more complex structures were judged by feel, and simpler structures by rule. There was also some evidence suggesting that students develop a "feel" judgment for simple structures such as singular/plural and count/mass.

Two papers dealt with some aspects of neurolinguistics. Walsh and Diller's "Neurolinguistic Foundations to Methods of Teaching a Second Language" was a summary of some of the neurolinguistic literature on the functions of certain areas of the brain. In their neurolinguistic model of language acquisition, they argued that Wernicke's area had priority. Lamendella's paper was titled "Primary and Secondary Language Acquisition vs. Foreign Language Learning." He described and compared some features of the functional organization of the neuropsychological systems for primary language acquisition (normal learning process in children from 2-5), foreign language learning (typically classroom learning in which the subject seems to internally translate) and secondary language acquisition (in which the learner can use the target language as an internal coding system). He concluded that there is a "sensitive period" for secondary language acquisition and that there is an intrinsic neurofunctional basis for children's superiority in secondary language acquisition.

The Linguistic Product

This session included three papers pertaining to morpheme studies. Kessler and Idar presented a longitudinal case study, "The Acquisition of English Syntactic Structures by a Vietnamese Child." They found that errors were typical of those made by L1 learners. The data was gathered over twelve months, and included natural speech samples in addition to results from tests such as the BSM and SLOPE. Rosansky ("Explaining Morpheme Accuracy Orders: Focus on Frequency") examined the methodology researchers have used to derive similar rank orders of morphemes for subjects of different ages and language backgrounds. The paper considered "the ordering of morphemes by group accuracy in terms of ordering by internal frequency (i.e., the relative rank number of obligatory occasions supplied by the subjects) and external frequency (i.e., the native adult frequency ordering of the morphemes). "The correlations between orders are statistically significant; however, ordering the morphemes by increasing variability also attains a statistically significant correlation with the group performance order." (abstract.) The rank ordering-by-frequency explanation was also considered in the light of individual cross sectional data and longitudinal data for each subject. Here Rosansky found no significant relationship between frequency and morpheme accuracy for the individual subjects within the sample. Andersen ("The Impoverished State of Cross-Sectional Morpheme Acquisition/Accuracy Methodology") showed how methods in the morpheme studies may eliminate the interesting parts of the data and provide only a few of the possible ways for teasing out patterns in learner interlanguage. He discussed aspects of some morphemes in data from Puerto Rican ESL learners.

Liebman's paper, "A Structural Comparison of the English Language Samples of Four-Year-Old Monolingual and Bilingual Children," included an analysis of utterance types (declarative, interrogative, negative and imperative), linguistic aspects of language acquisition, and parts of speech. The subjects were four monolingual and four bilingual children between the ages of 4:0 and 4:11. These two groups of children were found to be acquiring English similarly.

The paper by Vander Brook, Campbell and Schlue ("Inversion in Yes/No Questions: Acquisition According to Discourse Function") proposed a linguistic analysis of inverted and statement forms and their functions according to discourse. This analysis was based largely on work dealing with 12 monthly conversations, each one hour in length, between L1 speakers and L2 learners (Cazden, Cancino, Rosansky, Schumann, 1975). Along with the linguistic analysis of yes/no questions, the paper dealt with difficulties the researchers had in attempting to study the acquisition of inversion developmentally. In the data there were not enough unambiguous environments requiring inverted and statement forms. It seems that natural speech data is not sufficient for analysis of inversion in yes/no questions.

Interaction

Fraser and Rintell ("What Do You Say When You Want Something? Learning to Be Polite in a Second Language") reported on their study of the acquisition of request strategies in English by native Spanish speakers. Each subject role-played requests in 9 different situations with someone who differed in sex, age and status. Utterances were then analyzed in terms of degree of politeness.

Adjemian ("Emphasizing in L2 Discourse") analyzed the discourse patterns of the English of L1 and L2 speakers and the French of L1 and L2 speakers for strategies used for emphasizing. It was found that transfer was a productive learning strategy in emphasizing. Thus, Adjemian concluded that "even if transfer is negligible in the acquisition of morphemes (Dulay and Burt, 1973, 74), it can be a driving force in higher order grammatical phenomena."

In "Conversational Analysis in Adult, Native Speaker-Non-Native Speaker Interaction," Gaskill summarized work by Sacks, Schegloff, and Jefferson in order to suggest some ways in which conversational analysis might be useful in analyzing communication difficulties in native speaker/non-native speaker discourse. Gaskill applied these suggestions to his own transcriptions of one-on-one conversations between and ESL learner and four different native speakers of English.

Schwartz's paper was "Extralinguistic Features in Conversational Repairs of Adult Second Language Learners." She described the extralinguistic features accompanying repairs in three videotaped fifteen minute conversations between three separate pairs of adult ESL learners. It appeared that gestures differed in a conversation depending on whether they accompanied self-initiated or other-initiated repairs. When accompanying self-initiated repairs, the gestures were not much different from normal speech-accompanying gestures except for averted eye gaze at the onset of "uh"s. In word searches, the students used a wide array of extralinguistic behavior, including iconic gestures, averted eye gaze, posture change, and facial expression. During other-initiated repairs, both posture and facial expression proved to be important in different circumstances.

"Some Aspects of Foreigner Talk" by Campbell, Gaskill and Vander Brook was an analysis of the conversations of three adult ESL learners of different proficiency levels with six native speakers of English. The native speakers were asked to comment to the investigator about their own speech immediately after each taping session and also while listening to the tapes. In the analysis, foreigner talk was described and compared in the interactions with special emphasis given to the frequency of questions and on the repairs of questions by the native speaker.

In "The Diachronics of Foreigner Talk Input in Child Second Language Acquisition" Katz characterized the phonological and morphosyntactic features of foregner talk by a 5-year old American child with a 5:6 native speaker of Hebrew. Over the ten months of monthly samples selected for analysis, phonological features increased over time, and instances of morphosyntactic features decreased, but became more varied. It appeared that both the foreigner talk and the interlanguage of the child changed over time, but independently of each other. An analysis in progress details the change in FT as a function of different communicative acts.

Seliger examined "the hypothesis that learners who generate input from others acquire higher levels of communicative and linguistic competence." (abstract.) He categorized learners as high or low input types and tested their performance in language achievement, oral comprehension, and field sensitivity.

In "Language Play in Child Second Language Acquisition," Peck discussed three criteria of language play: the children's non-literal orientation, their intrinsic motivation, and the rule-bound quality of the language. The data were transcripts of three conversations between an 8-year-old ESL learner and a peer, and one interaction between a 5-year-old ESL learner and two playmates. It was suggested that the opportunities for practice and the affective envronment may contribute to the acquisition of a second language.

Stovall's "Strategies of Communication in ESL Learners" was a description of verbal and non-verbal strategies in a videotaped, simulated ESL class of nine children. It was suggested that although the children's communication strategies often result in errors, these errors are essential to their development of ESL.

Pidginization

Three papers were delivered in the session on pidginization. Agnello ("Exploring the Pidginization Hypothesis: A Study of Three Fossilized Negation Systems") performed a distributional and functional analysis of the negative particle of three adult learners from different language backgrounds. Her results supported Schumann's pidginization hypothesis (1975). In her conclusion, Agnello suggested that word form and function are important variables to consider when trying to explain the pidginization process. In "English/Italian Secondary Hybridization: A Case Study of the Pidginization of a Second Language Learner's Speech" Bruzzese presented data from the speech of a 76-year old Italian woman who showed evidence of fossilized language patterns. Her English contained uninverted interrogatives, unmarked verbs, no-verb negation, an absence of do-support and an overall interrogative, whadda. Bruzzese concluded that the data were indicative of secondary hybridization, and later explored the hypothesis that social distance was to some degree responsible for the incomplete language development. Stauble ("An Explorative Analogy of Decreolization and Second Language Acquisition") compared the process involved in acquiring the English negation system to the process of decreolization (when a creole language gradually approximates the target language by incorporating an increasing number of features of that language). Differences and similarities between these two processes were discussed in terms of social factors.

Child Bilingualism

Celce-Murcia opened the session on child bilingualism with her paper, "The Effects of a Summertime French Immersion Experience on the English and French Speech of a Bilingual Child." The subject of the study was a 3:8 year-old child who had been acquiring French and English simultaneously, but who had been dominant in English prior to a summer immersion experience in France. Data were collected before, during, and after the immersion experience by informal observations and tape-recorded sessions when speech samples in both English and French were elicited. Celce-Murcia used these data to discuss "the child's development(and regression) in vocabulary, syntax, and phonology of the two languages involved." (abstract.)

In "Bilingual Children's Use of Language Mixing and Switching," Lindholm and Padilla analyzed the spontaneous speech of 18 Spanish/English bilingual children to determine if these children were able to distinguish one language from the other. They specifically looked at instances of switching and mixing and found that the children mixed languages when they had momentarily forgotten the correct word, had not acquired the word, or because one word was more salient than its equivalent in the other language. The children switched languages to test whether or not the experimenter was truly monolingual and to make fun of the experimenter. It was concluded that mixing and switching should not be regarded as a major source of interference in bilingual development since children seem able to separate their two language systems at an early age.

Inside Views

Three papers were presented at the session on inside views. Jones ("Social and Psychological Factors at Work in Second Language Acquisition: A Descriptive Study of an Individual") discussed excerpts from the journal she had kept while participating in an intensive three-month language immersion program in Indonesia. She focused on the psychological and social experiences in total immersion programs and their possible effects on learning a new language. In "An Inside View of Interlanguage: Consulting the Adult Learner About the Second Language Acquisition Process," Schlue summarized data from interviews with ESL students concerning the grammaticality of their own speech. These adult learners had been asked to evaluate their language in terms of six learning categories described by Johnston (1972). These categories moved from no awareness of an error to complete control over a structure. It was found that learners could only identify 35% of their own speech errors, even after listening to the tapes made of their conversations. Schlue hypothesized that when communication is urgent (as in natural conversation), learners will attend to the meaning and appropriateness of the message rather than to its grammatical structure. In "Validity Problems in Self Reported Language Proficiency, Attitudes and Personality," Oller and Perkins discussed the problems of validity associated with self-reported data. They demonstrated the low correlation between self-reported proficiency and actual measures of proficiency on several studies, and argued that "the problem of self-reported data is further compounded by different valuations of criterion statements (e.g. of the Likert type or the Q-sort type) across individuals and groups." (abstract.) Validity problems in self-reported data, they concluded, remain intrinsically insoluble.

The Good Language Learner

Wesche's paper was "Learning Behaviors of Successful Adult Students on Intensive Language Training." She found that the following classroom techniques were used by successful language learners: role playing, discussion, voluntary repetition of sounds and patterns, varied learning behaviors, and the frequent use of these techniques. Interviews with each learner revealed some similarities and differences in the techniques used by individual successful learners.

Brown ("Cognitive Style and Personality Variables in Adult Learners of ESL") reported a study in progress to determine the cognitive/affective variables which correlate with success in second language learning by adults. The study extends that of Naiman et al (1975) conducted on 8th, 10th and 12th graders learning French in Canada. The results from the adult ESL learners in the US can be compared with those from the French learners in Canada.

Attention!

Please note that these are summaries of the abstracts submitted prior to the forum. In some cases, researchers actually presented more elaborate hypotheses and more definitive conclusions than those which appear in their abstracts.

Proceedings

Proceedings of the Los Angeles Second Language Research Forum will be available by the end of June. The cost, including postage, is $5.00. To order, write to:

Carol Henning, Editor
L.A. 2nd Language Research Forum Proceedings
TESL- English Department
University of California, Los Angeles
Los Angeles, California 90024 USA

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With special thanks to: Kathleen Bailey, Christopher Gentry, Maureen Secord, Rina Shapir & Sue Vander Brook.

UPCOMING CONFERENCE:

The Boston University School of Education announces the Second Annual Boston University Conference on Language Development, to be held September 30 - October 1, 1977, at the George Sherman Union, 775 Commonwealth Avenue. Papers in the areas of first and second language acquisition, disorders of language, sign language, and the development of reading and written language will be considered for presentation at the conference. The deadline for submission of abstracts is July 1, 1977. To obtain abstract guidelines and information on preregistration and local arrangements, contact: Language Development Conference, Box F, Boston University, Boston, Massachusetts 02215 USA.

This is the last issue of SLANT I will edit. Starting with Issue Number 7, Judi Chun (Linguistics Program, SJSU) will join Nancy Backman as Co-editor. I feel good about SLANT. There is a lot of goodwill toward this NEWSLETTER. Many people have co-operated in making SLANT work and I thank them all.

Larry Selinker

As we make the transition from one co-editor to another, there are bound to be some slip-ups, especially in administrative details. Please bear with us during this transition period. We intend to include a questionnaire on new goals for SLANT in the Fall issue. In the meantime, we would like to invite any suggestions or comments you might have regarding SLANT's content.

Judi Chun

Back issues of SLANT are now available for $1.00 each ($2.00 each outside of North America):

Issue I: Northwest Edition prepared by Larry Selinker.
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A NEWSLETTER FOR RESEARCHERS | ISSUE NO. 7 | NOVEMBER, 1977

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EDITOR'S NOTE: The new SLANT staff has missed the participation of Larry Selinker in the preparation of this issue, the first to be published without Larry as Co-Editor. The new staff would like to thank Larry for his role in the creation of SLANT. We hope he will continue as a "contributor."

SLANT is currently published twice yearly with the administrative assistance of the Linguistics Program, San José State University. Editorial policy is, however, independently set by the permanent SLANT staff. We intend to maintain a policy of inviting one or more guest editors to prepare major contributions to each issue. Among those who have accepted our invitation to be guest editors of upcoming issues are Catherine Snow (Benelux) and Henning Wode (Germany) for the Spring issue, 1978, Jürgen Meisel (migrant workers in Germany) and Lars Henric Ekstrand (migrant workers in Scandinavia), Greg James (Middle East).

We will also attempt to provide regular "coverage" of news items regarding ongoing research, dissertations and theses, conferences, publications, new courses and graduate programs, and general announcements in the field of second language acquisition. We would like to encourage all of you who may have news of interest to L2 researchers to submit material to the SLANT staff. Space and time limitations mean, of course, that we cannot guarantee the publication of all material submitted, nor can we promise to return materials not published. We further reserve the right to edit all material submitted. Deadlines for submission of material are March 1 (for the Spring issue) and September 1 (for the Fall issue). All contributions should be addressed to Judith Chun (address above).

As this is the first issue of SLANT to appear under the direction of the new staff, we would like to get some feedback from our readers regarding the content of the newsletter. To this end, we have included a Reader Interest Survey designed to let us know what kinds of things our readers would like to see included in SLANT. We have also included a Reader Activity Survey to provide you with information about the activities of your co-readers. We would like to encourage our readers to share their interests, and we feel a questionnaire is one way we can meet this goal. Responses to the Reader Activity Survey will be compiled and published in the Spring issue, 1978.

Please take time to fill out the questionnaires and return them to us as soon as possible. Responses received after January 15 may not be included in the Spring issue. Just detach the questionnaires and return to Steven Stauss (address included on survey form).

Judith Chun

TABLE OF CONTENTS appears on page 41.

CONFERENCE REPORTS

Boston Conference

The Second Annual Boston University Conference on Language Development was held September 30 through October 1, 1977. The Keynote Address was delivered by Dr. Roger Brown of Harvard University.

Of the approximately 40 papers presented, five were included in the session on second language acquisition:

1. "Intonation Errors of Adult Spanish Speakers Learning English," Nancy Backman (Boston University)

2. "Dynamics of Lateralization in L2 Learning: Sex and Proficiency Effects," T. Gaziel, L. Obler, S. Benton, and M. Albert (Hadassah Hospital and Boston V. A. Hospital)

3. "Aspects of Non-Native English," Alison D'Anglejean and Rajendra Singh (University of Montreal)

4. "The Concept of Avoidance in the Investigation of Inter-languages," Kurt Kohn (University of Konstanz)

5. "Adult Second Language Learning: What Are the Factors Involved?" Ellen J. Rosansky (San José State University)

Other sessions included papers on Reading, Semantics and Syntax, Conversation/Pragmatics, Later Acquisition/Metalinguistics, Input/Phonology, Cross-Cultural and Cross-Linguistic Perspectives, and Language Disabilities.

Linguistic Society of America Summer Meeting

The 1977 LSA Summer Meeting was held at the University of Hawaii, Manoa Campus, August 12 through August 24. Sessions included papers on Phonology, Language Acquisition, Native American Languages, Discourse Analysis, Syntax, Historical Linguistics, Sociolinguistics, Language Planning. Of the six papers presented in the language acquisition session, only two dealt directly with second language acquisition:

1. Richard R. Day (University of Hawaii) presented a paper entitled "Categories of Transformations in Second Language Acquisition" in which he discussed the results of a test of repetition of Standard English structures by native speakers of Hawaiian Creole English. Day found that the majority of responses on the repetition test representing the transformation of a Standard English (SE) feature to a Hawaiian Creole English (HCE) feature involved structures which demonstrated a transformational rule difference between the two systems (e.g., questions formation, copula ommission) or a surface structure difference (such as the deletion of the past tense marker) rather than lexical substitution.

Among the most persistent errors were omission of the copula and third person singular -s. (We might note that these findings are not inconsistent with predictions based on a contrastive analysis of the two systems that features absent in the L1 would be among the most difficult to learn in the L2, in this case the copula and third person singular -s.) Day further found that, whereas the use of HCE transforms indicated that the S's understood the SE sentence, the use of HCE seemed to have no influence on overall school performance. If similar results are found for other L2 and dialect situations, such findings could have far-reaching implications for classroom language use.

2. Karen A. Gordon (UCLA) presented a paper entitled "Enforced Bilingualism in the Context of Mental Retardation: Implications for Diagnosis and Intervention" that dealt with the adverse consequences of forced use of second language in a home where control of the second language was minimal. The particular interest of both the Gordon and Day papers is that they apply research in second language acquisition to other fields: pidgins, mental health.

Of the other four papers presented in the language acquisition session, the paper by J. Anne Montgomery, "Sibling Intervention in First Language Acquisition: A Case Study," was probably the most relevant to current research in L2 acquisition, as it dealt with the role of input in language acquisition, an issue that is currently demanding much attention by L2 researchers.

▷Linguistic Society of America Summer Institute

Dick Schmidt of the Department of English as a Second Language, University of Hawaii, writes of his impressions of the LSA Summer Institute, 1977:

"I do think that the summer institute courses deserve mention. I haven't attended or monitored any institutes since the 1971 institute in Buffalo, but this one seemed to me to be particularly rich in offerings on or related to language acquisition. There was a good group here and quite a few active researchers giving courses. Unfortunately no one can attend or even visit all the courses at such a large institute. I didn't get to either Stevick's course (on 'language learning,' but equally about unconventional methods of teaching) or Flavell's course on cognitive development, both of which were highly praised by those who did attend. I did sit in regularly on Fishman's course on the sociology of bilingual education, which was excellent in the sense that it was much more internationally oriented than most such courses. A number of high ranking bilingual education-ists from around the world gave guest lectures in the course. For me, one of the most interesting was Pierre LaPorte, who talked about current developments in Quebec.

I also attended Lily Wong Fillmore's course on second language acquisition and education, which was very good and very well attended. A good deal of the course was based on her dissertation. I found the most interesting material to be that which dealt with L2 learners' social strategies for inviting and shaping input; also her observations on the role of L2 speaking peers as unpaid teachers. She was also able to give us a rather brief but provocative report on her current research into individual differences in L2 learning. Overall, the course was both theoretically and practically sound and useful...a good bridging of the gap between those who are primarily linguists and those who are primarily educators. I am using her approach as a model for my own teaching this semester of a course in psycholinguists for ESL teachers."

Editor's Note: We would like to encourage readers to share their impressions of meetings, conferences, and institutes with those who are unable to attend.

▷Miami Beach TESOL Convention (by Elaine Tarone)

The TESOL Convention, held at Miami Beach last April, was, as usual, a huge mixture of teachers and researchers--but this time nicely moderated by the proximity of sand and sea. The workshops and formal papers which dealt with second language acquisition research seemed to evidence a general increasing interest in the acquisition of the communicative functions of the second language. There were several papers dealing with discourse analysis, pragmatics, classroom interaction, and communication strategies. There were controversies over the various theoretical models of L2 acquisition which have been set forth recently--particularly the Monitor and Interlanguage models. The question of the role of transfer in L2 acquisition continues, I think, to be a central one. There is also, I believe, a growing interest in the applications of a Labovian variable rule system to the description of learner interlanguage. I think I can predict more papers presented in this kind of sociolinguistic framework next March. To my mind, there was a lack of papers focusing on the collection of syntactic and phonological data--especially the changes in the shapes of learner utterances over time. The need for good longitudinal studies continues.

The number of formal papers on research in L2 acquisition presented at national TESOL conventions seems to be holding steady these days. What was most evident at the Miami Beach convention was the increase in the number of pre-convention workshops related to L2 acquisition research--events in which a number of shorter, related papers could be presented together and in which the audience had more chance to ask questions and interact with the presenters. From what I could see, these workshops were well-attended and seemed to meet a need for people interested in such research but inexperienced in it. In fact, given the youth of our field and the preliminary nature of many of our findings, perhaps the more informal interactional find of format is more appropriate than the formal lengthy presentation. Abstracts of the papers presented and summaries of the workshops which took place at the Miami Beach convention are given below.

Papers Related to Second Language Acquisition

"Variables Affecting Native Mexican Children's Learning Spanish as a Second Language," Gene Brierè, USC

The Instituto de Investigación e Integración Social del Estado de Oaxaca was founded in nineteen sixty-nine to teach Spanish as a second language to Native Mexican children representing approximately ninety indigenous languages. Teaching is accomplished through aural/oral drills in pattern practice. An achievement test consisting of four parts was designed and administered to 920 children representing 16 Indian languages widely scattered throughout Mexico. Fifteen independent variables, chosen because of their anthropological, linguistic, pedagogical or psychological importance, were statistically analyzed to determine their effects on the dependent variable, the test scores. The results follow:

1. The test itself seemed to be a reasonable instrument on which to base the subsequent findings;

2. Age had no significant effect on test scores;

3. Sex had no significant effect on test scores;

4. Although native language of the child seemed to have a significant effect on test scores, the explanation seems to be in terms of the increased exposure to the target language through proximity to Spanish-speaking people rather than due to proactive interference from the native languages themselves;

5. Order of presentation had a significant effect on test scores in that significantly lower scores were observed on certain sections of the test when those sections were administered in the middle of the sequence;

6. The three best predictor variables of higher scores on the test as determined by a multiple regression analysis were: (a) father speaks Spanish, (b) regular attendance at school, and (c) parents needed to speak Spanish for purposes of work;

7. All other variables in this study were not statistically significant.

Since the factor having the greatest positive effect on learning Spanish as a second language by children was frequent exposure to Spanish, it is up to us, as teachers, to provide the environments and teaching materials which will insure as much meaningful exposure to the target language as is possible.

"Second Language Learning: A Study of the Form and Function of the Progressive at Two Stages of Developing Interlanguages," May Frith, McGill University

This paper reported on the acquisition of English by four adolescent subjects: three speakers of Korean, Indonesian, and Persian respectively, and one bilingual speaker of Gujarati and Hindi. Two stages of their developing interlanguages were investigated: at six months and nine months after their first introduction to English.

The study was designed to test the "approximative system" hypothesis put forward by Nemser (1969) which states that the learner of a second language (L2) acquires a series of transitional grammars each of which more closely approximates the target language (TL). An important implication of this hypothesis is that the learner is seen as an hypothesis tester working creatively with the TL system rather than one who merely imitates the structures of the input data. Spontaneous oral production Time 1 and Time 2 data were collected and analyzed. The aim of the analysis was to describe and explain the changes in the subjects' interlanguages between the two stages with particular reference to five grammatical categories: the progressive, the third person singular, the simple past tense, articles and prepositions. The paper dealt only with the progressive.

A detailed analysis of the forms and functions of the selected grammatical categories in all declarative sentences in the data was undertaken in order to describe and explain the nature of the move towards the TL. The term "error" was avoided in this study because of the negative connotations traditionally associated with it. Instead, the interlanguage of each subject was divided into target and nontarget structures containing each grammatical category. Nontarget structures were given positive significance as indications of transitional competence and potential sources of information on analogical patterns and other factors that influence learners.

The results of the analysis lend support to the existence of a rule-generated interlanguage for each subject which showed some advances toward the TL at Time 2. This move toward the TL grammar, however, was not the same for each subject nor across all grammatical categories.

Nevertheless, while the results offer insufficient evidence to support the hypothesis of a different stage in the grammar of each subject in all the selected grammatical categories, they show very clearly that each learner, in simplifying the TL system by the omission of functionally redundant morphemes, was working creatively with the system. For instance, while simplifying the morphology of the present progressive form, the subjects overgeneralized it to several functions for which they had not yet learned forms (present state, past events, infinitive and imperative). This helped to meet their communicative needs in the given contexts.

This study has shown that an adequate evaluation of learner language systems must include the analysis of target as well as nontarget structures. Since a learner's interlanguage does contain some features of the TL, the term "error analysis" should probably no longer be used for the analysis of interlanguage data because, as Corder (1971) pointed out, it implies that all the learners' utterances are errors. This is, in fact, a misleading term since it denies the learner the achievement of even a minimal move in the direction of the TL.

"Interference versus Structural Complexity in Second Language Acquisition: Language Universals as an Explanation of Natural Sequencing," Georgette Ioup and Anna Kruse, University of Washington

A current controversy in the field of second language acquisition centers around the issue of whether interference or intralingual factors most affect second language acquisition. The present study examines the factors responsible for errors by investigating second language acquisition of a particular English structure--the relative clause. In an attempt to define a potential natural sequencing for this structure, we refer to the recent linguistic research on language universals. Three linguistic hypotheses make predictions as to which relative clause structures will be easiest for first language learners to acquire. Kuno (1974) argues that non-center embedded structures will present less difficulty to the learner than those which are center embedded. Keenan (1972) theorizes that relative clauses with relativized subjects will be acquired before those with relativized objects. Sheldon (1973) claims that relative clauses exhibiting a parallel function with the head noun will be acquired more easily than those which do not. Though each of the hypotheses makes different predictions concerning which relative clause structures will present most difficulty to the learner, all three positions are supported with data from first language acquisition. In order to determine which hypothesis makes correct predictions for second language learning, data is collected from adult learners from various language backgrounds. Results indicate that interference plays a minimal role and that the language universals defined by both Keenan and Kuno offer insights into the linguistic behavior of our subjects. These findings, while contributing to our knowledge of the particular processes involved in second language development, also have important implications for the general theory of language acquisition.

"Some Issues Relating to the Monitor Model," Stephen D. Krashen

This paper is a discussion of several issues relating to the "Monitor Model" for second language performance. The

Monitor Model claims that adults can both subconsciously acquire and consciously learn second languages, and that learning is available only as a Monitor, or as an editor of the output of the acquired system. The following issues are briefly discussed:

1. The possibility that acquisition may also be used as a monitor.

2. The conditions for Monitor use. It is proposed that performers monitor when they have sufficient processing time and when they are "focussed on form."

3. Certain results in studies of grammatical morphemes. It is claimed that the adult "natural order" for grammatical morphemes is found in un-monitored conditions. The natural order is not due to the use of one particular instrument or modality, and when a sufficiently large data base is used (a minimum of ten obligatory occasions per morpheme) there is surprisingly little individual variation and good agreement between longitudinal and cross-sectional studies.

4. Limits on learning. Learning is limited in three ways: It is not available to all adult performers, it is in general applicable to "easy" rules, and it is only available in certain situations.

5. Need learning precede acquisition? It is suggested that while such a progression may appear to occur, it is not necessary and is not an underlying process.

6. The role of the first language. The first language may serve as a substitute utterance initiator in situations where little acquisition has taken place (e.g., foreign language as opposed to second language situations).

"Proper Intake': A Neglected Component of Formal Instruction," Adrian S. Palmer and Margot C. Kimball

Krashen (1975, 1976) propcses a model of adult language learning which includes two components: acquisition, which occurs unconscously when there is adequate intake; and "learning," which depends wholly on the conscious "learning" of rules. The authors have incorporated the "learning"-acquired distinction in Krashen's production model into an intake model for second language learning.

The intake model states that material may be presented either holistically, so that the learner's attention is drawn to the relationship of the whole utterance to the situation and the goals of the verbal transaction, or in a discrete point manner, in which the learner's attention is called to either the relationship between one or more constituents in an

utterance or to the relationship between one of the constituents and reality. This model also includes integration, which occurs when acquired material is integrated into the learner's whole cognitive structure in a way that is related to his knowledge of the world, to use Smith's (1975) term.

The model predicts that the way material is presented will influence the way it is learned. The authors define and give examples of four modes of presentation: (1) holistic "learning", (2) discrete point "learning", (3) discrete point acquisition, and (4) holistic acquisition. They contend that material must be acquired before it can be integrated. Further, they hold that only material which has been holistically acquired and integrated is available for use in informal communication.

When the goal of classroom teaching is for the student to be able to communicate informally, then, material must be presented in such a way that the learner may acquire it and integrate it into his knowledge of the world. The learner uses his knowledge of the world to predict or to expect what is possible in a given situation and context. The authors follow Oller (1972) in referring to this use of his knowledge of the world as the learner's grammar of expectancy. In order to describe the kinds of knowledge the communicator must draw upon to comprehend and to frame utterances, they present the grammars of expectancy at five levels of generality which at one pole comprise knowledge about using language common to all language-speakers in all cultures and at the other comprise linguistic information about a specific language.

The authors define Proper Intake, then, both in terms of requiring the learner to use his grammars of expectancy and in terms of the manner in which the material is presented to him. They describe the components of Proper Intake and give examples. Finally, they outline one way they have developed for providing Proper Intake in the classroom.

"Diary of A Language Learner: An Introspective Study of Second Language Learning," Francine M. Schumann and John H. Schumann

It is now well-known that success in second language learning (SLL), particularly in the environment where the target language is spoken, depends to a large extent on the learner's attitude, motivation, and cultural adjustment. Especially important is the resolution of such inevitable problems as language shock and culture shock. In the past these social-psychological aspects of SLL have been examined in cross-sectional studies in which language learning by large groups has been studied. What has been lacking have been in-depth longitudinal case studies examining the social-psychological variables in SLL by individuals.

This paper reports on the first stage in the development of a methodology for conducting such longitudinal case studies. Two

adult second language learners kept intensive journals during three identical language learning experiences: as beginners attempting to acquire Arabic in North Africa, as intermediate learners studying Persian at UCLA, and again as intermediate learners acquiring Persian in Iran. In the journals the learners recorded their feelings and reactions towards the foreign cultures, the target language speakers, and the methods of instruction. The detailed records of feelings and reactions contained in the journals indicate that for each individual there are PERSONAL variables that can either promote or inhibit SLL. In this paper several such personal variables are identified (e.g., nesting patterns, transition anxiety, rejection of teaching methodology, maintaining a personal agenda in language learning). In addition, the authors discuss the use of journals not only as a technique for examining the social-psychological aspects of SLL but also as a possible vehicle for facilitating the language learning process.

"Order of Acquisition Versus Development Sequences: The L2 Acquisition of Inflections," Henning Wode, University of Kiel, West Germany

The aim of this report is to suggest an alternative approach to morpheme order (MO) (or order of acquisition as it was originally called). The notion of MO as applied to the acquisition of both L1 and/or L2 inflections (Dulay & Burt, Hakuta, Brown and others) is claimed to provide only impoverished insights into the regularities of the L2 acquisition of inflections. It should be completed by investigations in terms of developmental sequences (DS). The notion of DS is familiar from both the L1 and L2 acquisition of negation, interrogation, phonology and other structural areas. DS interpretes language acquisition as a developmental process where a child/learner passes through an ordered set of developmental stages on his course towards target-like mastery of a structure/structural area.

The main weaknesses of MO are, that it misses: (a) the way children decompose target structures and then rebuild them step by step; (b) avoidance strategies so characteristic of L1 and L2 acquisition when a target structure is still beyond the child's acquisitional reach; and (c) the acquisitional strategies employed by children.

These strategies form the core of a theory of naturalistic L2 acquisition. They relate to the--formal--properties of the L1 and L2 involved in the L2 acquisitional situation. Given these strategies, the L2 DS can be predicted. There is no invariant DS for a given language Li. The various L2 DSS of Li will differ from the L1 DS of Li as a function of the L1 acquired previously.

The claims are based on very extensive naturalistic and experimental data for L2 English acquired by children with German as L1, and for L2 German acquired by children with English as L1.

A number of other papers were presented for which abstracts were not submitted to us. Abstracts of these papers can be found in

the Program of the Eleventh Annual TESOL Convention, April 1977, Miami Beach (TESOL Central Office, 455 Nevils Building, Georgetown University, Washington, DC 20057).

Allwright, Dick, "Turns, Topics and Tasks: A Pilot Investigation for a Case-Study Approach to Classroom Language Learning"

Angelis, Paul J., "Factors in Determining English Proficiency"

Arthur, Bradford, "Language Contrasts and Verbal Tensions"

Brownscombe, E. Carol, "Toward Understanding Reading Perception of ESL Students"

Chavez, Mary Anne, Tetsuro Chihara, Kelley Weaver, and John Oller, "Are Cloze Items Sensitive to Constraints Across Sentences? A Systematic Item Analysis and Error Analysis"

Clarke, Mark A. and Linda Burdell, "Shades of Meaning: Syntactic and Semantic Parameters of Cloze Test Responses"

Fathmann, Ann K., "Some Factors Influencing Learning to Read, Write and Speak English as a Second Language"

Felix, Sascha W., "How Reliable are Experimental Data?"

Gaies, Stephen J., "The Nature of Linguistic Input in Formal Second Language Learning: Linguistic and Communicative Strategies in ESL Teachers' Classroom Language"

Hamayan. Else and G. Richard Tucker. "To Err is Human. To Know Why is Divine: The Awareness of Errors Produced By English Children Educated Bilingually"

Long, Michael H., "Teacher Feedback on Learner Error--Mapping Cognitions"

Perkins, Kyle, Mitsuhisa Murakami, and John W. Oller, "Four Clusters of Learning Variables in Relation to Attainment in ESL"

Plann, Sandra, "Second-Language Acquisition in the Spanish Immersion Program: Toward Native-Like Proficiency or a Classroom Dialect?"

Rosansky, Ellen J., "Factors Related to Successful Adult Second Language Learning"

Seliger, Herbert W., "Semantic Presuppositions Underlying Avoidance Strategies"

Tarone, Elaine, "Communication Strategies in Interlanguage"

Whalley, Elizabeth, "A Study of the Predictive Power of Contrastive Analysis"

Colloquia On Second Language Acquisition

Affective Factors Workshop, Nancy Backman

Careful reevaluation of traditional approaches, welcome innovation, and fascination speculation were all present in the Research Colloquia "Affective Factors and Second-Language Learning" chaired by Nancy Backman (Boston University). Presenting were Kathleen Jacobson (University of Minnesota), Bill Acton (University of Michigan), Adelaide Heyde (University of Michigan) and Tom Scovel (University of Pittsburgh). The papers were discussed by Ellen Rosansky (University of Wisconsin), Cathy Day (University of Southern Illinois), and Steve Krashen (University of Southern California).

Jacobson, in "Relationships Between Motivational Indices and Adult Learners' Ability to Imitate, Comprehend, and Produce Grammatical Structures in English," used traditional scales including some developed by Gardner and Lambert to assess the relationship of attitude and motivation to language success of adult Spanish speakers learning English. Her conclusions indicated that the measures used were not effective predictors of adult success in the second-language learning environment.

Acton, in "Professed Difference in Attitude and the Successful Language Learner," developed a new instrument to assess perceived differences in attitude between (1) the language learner and his countrymen, (2) the language learner and Americans, and (3) the learner's countrymen and Americans in general. Subjects made judgments on concepts such as "the automobile,""birth control," "old people," "policemen," "labor unions," using a modified version of the semantic differential. Acton's preliminary evidence based on adult-second language learners at the University of Michigan suggests that the PDAP (Professed Difference in Attitude Profile) is a good predictor of success in learning a second language.

Heyde, in "The Relationship Between Self-Esteem and Second Language Production," explored the relationship between three aspects of self-esteem (global, situational, and task) and oral production in a second language. Her paper reviewed the literature in this area, and developed an argument for the need for this type of assessment. She is still in the process of obtaining appropriate measures for self-esteem and would appreciate hearing from anyone working in the cross-cultural aspects of this area.

Scovel concluded the session with "Affective Variables, Language Learning, and Human Evolution." In a plea for the terminology "Learner Variables" rather than "Affective Variables" he made a distinction between Extrinsic Variables such as L1, L2 similarity, socio-economic class, etc., and Intrinsic Variables such as lateralization, integrative/instrumental motivation, empathy, and facilitative/debilitative anxiety. This latter division of two types of anxiety was the focus of his paper. He pointed out that measures not discriminating between these two

types of anxiety cannot be accurate. His exploration of the anxiety concept moved from reference to the primate's limbic systems of fight, flight, etc., to current studies by Kleinmann (1976) who analyzed avoidance strategies to his own study (1977), investigating child and adult ability to identify foreign accents.

Colloquium on Discourse Analysis, Chairperson: Diane Larsen-Freeman, UCLA

The purpose of this colloquium was to bring together researchers to conduct discourse analyses of second language acquisition data in order that they might share their latest observations with each other and interested parties. From the large number of convention attendees who registered for this colloquium, it appears that interest in discourse analysis is growing rapidly.

Discourse analysis is seen as one challenge to the usual practice in L2 research of examining the second language learner's linguistic product for evidence of rule formation and acquisition strategies. Discourse analysis researchers not only look at the learner's linguistic product, but also examine the input to the learner and the nature of the verbal interactions in which the learner is a participant.

While there is not enough time for me to go into all the issues which were discussed during our two-day colloquium, the following is a brief overview of what transpired:

Diane Larsen-Freeman (UCLA) began the first day of the colloquium by offering a rationale for discourse analysis as a worthwhile approach to research in second language acquisition. Several areas in which Larsen-Freeman thought that discourse analysis might provide some insight are: How do the functions and forms of language get acquired through conversations? How does the nature of conversational interaction change depending upon the interactants? What insights does research in discourse analysis yield regarding the optimal age issue?

Evelyn Hatch (UCLA) followed with a description of non-native adult and non-native child discourse with native speakers comparing the input each age group receives with the hope of sheddingsome light on the issue of optimal age. Hatch also identified a number of simplification strategies adopted by native speakers participating in conversations with non-native speakers. She also discussed processes at work during conversation which enable the learner, for example, to understand unfamiliar vocabulary.

Brad Arthur (University of Michigan) was the last speaker of the morning session. Arthur reported on a study which tested the hypotheses that in conversation native speakers

would use a wider variety of linguistic forms than non-native speakers, and that the number of different forms used by non-native speakers would depend on differences in their native language backgrounds. Since results from his study forced him to reject both hypotheses, Arthur explained his findings by positing a general discourse pattern of "mutual accommodation" which is adopted by two speakers engaged in conversation.

The Discourse Analysis Colloquium resumed on the evening of the first day (with the afternoon session set aside for a discussion of pragmatics--chaired by Bruce Fraser, Boston University, with papers by Marianne Celce-Murcia and Cherry Campbell, both from UCLA.

Celce-Murcia discussed the need for context-centered studies of English grammar providing various grammatical choices such as use by native speakers of the passive voice rather than the active voice, varying uses of "why," "how come" and "what. . . for;" the use of "if" versus "whether" in yes/no questions and many others. Celce-Murcia emphasized the need to empirically test rules of grammatical usage before using them as a basis for lessons and materials development.

Campbell delivered a paper, co-authored by Vander Brook, Schlue and Campbell, in which there was a discussion of the interaction of forms and functions of affirmative yes/no questions. The likelihood of a yes/no question being inverted was seen to be dependent on the amount of presupposition that the speaker has, as well as the question's discourse function, such as: whether or not the function of the question was information elicitation, topic change, understanding confirmation, etc.

The first paper of the morning session of the second day was delivered by William Gaskill (UCLA). His presentation included general remarks on conversational analysis and its relevance to second language research. Pauses in native-speaker/non-native speaker data were discussed interactively as a source of trouble in conversations.

The second paper of the morning session was delivered by Joan Schwartz (UCLA). Schwartz looked at repairs in conversations between second language learners, including self-initiated repair. She reported on the interactions in terms of both the verbal and the extralinguistic negotiations which took place, specifically the relationship between negotiation, understanding, and correction by the learners.

Dennis Godfrey (University of Minnesota) was the last speaker of the morning. Godfrey spoke about the tense errors, tense strategies and correction attempts made by non-native speakers during monologues in English. He reported on some interesting examples of circumvention, avoidance and tense strategies adopted by learners at different levels of English proficiency.

In the afternoon session, Deborah Keller-Cohen (University of Michigan) spoke on the different ways child non-native speakers

attempted turn-allocation when engaged in conversations with adult native-speakers. Keller-Cohen discussed how the children's preference for different turn-allocators changed over time and how the learner's preference might be affected by his native language.

The final paper of the colloquium was delivered by Sabrina Peck (UCLA). Peck described language play between a child ESL learner and a native-speaking peer. She hypothesized that the intense affective environment and the opportunities for practice during play may contribute to the child's acquisition of English, particularly of phonology. In addition, the language play data were compared with adult-child data, as well as with child-child discourse during non-play and during play.

Preconference Session on Cloze Testing

Four papers were presented followed by a general discussion and summary led by John W. Oller, Jr., who also gave a paper entitled "Overview of Cloze Procedure Testing Including Implications for Education in General." Francis B. Hinofotis talked about "Cloze Testing as a Substitute for Oral Interviews." Abstracts of the papers mentioned above are available in the Program of the Eleventh Annual TESOL Convention.

In "Summative and Formative Uses of Cloze Tests in a Bilingual Education Program Evaluation" by Sharon Lapkin and Merrill Swain, Lapkin reported on a study using cloze tests to measure the language proficiency of children in a primary French immersion bilingual education program. A high correlation was found between cloze and other language achievement measures. Lapkin and Swain also conducted an error analysis to compare errors made by bilingual students with those of English students and other students in francophone schools. They noted no qualitative difference in English between bilingually-educated and English-educated students, but the bilingual students made a greater number of errors (in all but one category) in their second language (French). However, the errors did not differ qualitatively in the bilingual and comparison groups.

Mark A. Clarke, in his presentation "Evaluating Cloze Test Responses: Exactly What Is Acceptable?" described an analysis tool specifying the linguistic criteria for judging the acceptability of cloze test responses. The three categories used in this tool are syntactic acceptability (SYNACO), semantic acceptability (SEMAC), and semantic change (SEMCH), with various criteria within each category.

▷ANNOUNCEMENTS

▷1978 TESOL Convention

The 12th annual convention of TESOL (Teachers of English to Speakers of Other Languages) will be held in Mexico City from

April 4 through April 9, 1978. Members and friends of TESOL are invited to attend. Teachers, teachers-in-preparation, graduate students and researchers will all be sharing tried-and-true approaches as well as fresh insights into the field. As TESOL '78 will be the first TESOL convention held outside the U.S., the focus will be on presentations dealing with EFL. Research, classroom practices, and/or intercommunication between the two, at any of the different levels of education (elementary, secondary, higher, adult) and in any of the diverse settings (bilingual, EFL in English-speaking countries, EFL in non-English-speaking countries, English as a second dialect) will all be emphasized. Provisions have been made for a limited number of presentations in Spanish.

Full details on registration procedures will be available after January 1, 1978, from the TESOL Central Office, 455 Nevils Building, Georgetown University, Washington, DC 20057.

▷ New Research Project

Richard Day, Department of English as a Second Language, Honolulu, HI 96822, is presently assembling articles on the attitudes of children in diglossic/bilingual situations towards the various languages in their speech communities. He would appreciate hearing from those in the field who have done research in this area and have their results written up.

▶ REPORT ON RESEARCH ACTIVITIES IN FRANCE AND FRENCH-SPEAKING SWITZERLAND (by Uli Frauenfelder and Rémy Porquier)

▷ Introduction

SLANT VII, the French pot-pourri, is meant to give readers a taste of the different types of research going on in France and French Switzerland. This issue is divided into two main parts: research on language acquisition and research on language pedagogy.

French research on language pedagogy got underway in the area of French as a foreign language with the work at CREDIF around 1955 on "Le français fondamental" (word frequency in spoken French) and on audio-visual methods. Subsequent research (mainly based on structural linguistics and behavioral psychology) was conducted at a few universities on phonetic correction and on oral/aural language teaching linked with a growing interest in language labs. Then towards 1965, there were new attempts to define and clarify the relationship between linguistics and language teaching and between theory and application. Thereafter, the tendency was to question the dominance of linguistic theory (both structural and generative) in language teaching. Simultaneously, psycholinguistic research began to deal with language learning and the learner: attitude and motivation, language learning processes, error analysis, resulting in the first publications around 1970. At

this time there was a growth and sophistication of language teaching methods (especially audio-visual), an increase in university activity in language didactics and an interest in new areas of research such as adult and migrant worker education and the teaching of language for special purposes. Recently the contribution of socio-linguistics and discourse analysis has helped to define a new research framework. The present trend is to integrate the different approaches (socio, psycho, linguistic) into more global models and more practical methods (see Roulet, L'apport des sciences du langage...in Etudes de Linguistique Appliquée No. 21, 1976).

The research in progress falls mainly into the following categories: a definition of needs and goals for adult learners, attitudes and motivations (adults and students), a study of the acquisition process, language for special purposes, learning and the pedagogy of written comprehension, learning and the inductive pedagogy of grammar.

The difficulties we encountered in contacting people and finding out about current research in France has confirmed to us the need for SLANT to inform researchers and to encourage contacts. Finally, we would like to apologize for the errors in translation and any omissions of ongoing research.

▷ French Journals

1. Etudes De Linguistique Appliquée, Didier, Paris, 4 issues/year = 100F. (Applied linguistics, language learning, teaching of French as a native language and of foreign languages)

   Some special recent issues:

   No. 15, Dec. 1974: "La notion de progression en didactique des langues."

   No. 16, Mar. 1975: "L'image en didactique des langues."

   No. 20, Dec. 1975: "Les exercices structuraux."

   No. 21, Jan. 1976: "Mélanges de linguistique appliquée suisse."

   No. 23, Dec. 1976: "Approches d'un français fonctionnel"

   No. 25, May 1977: "Apprentissage et enseignement de la grammaire d'une langue non-maternelle."

2. Le Français dans le Monde, Hachette, Paris, 8 issues/year = 55F. (The French language abroad, French language, literature, and civilization, didactics of French as a foreign language)

Some recent special issues:

No. 117, Dec. 1975: "Documentation et enseignement du français."

No. 121, Jun. 1976: "Pour une sociolinguistique appliqueé."

No. 123, Sep. 1976: "Jeux et enseignement du français."

No. 134, Nov. 1977: "Les nouveaux débutants."

3. Langages, Didier-Larousse, Paris, 4 issues/year = 85F. (Language science, theories and applications: semantics, logic, ethnolinguistics, psycholinguistics, neurolinguistics. Presented in each issue is a recent theory or domain of research.)

Issue of special interest:

No. 39, Sep. 1975: "Linguistique et pédagogie des langues."

4. Langue rançaise, Larousse, Paris, 4 issues/year = 72F. (Description and didactics of French. Linguistics, sociolinguistics, psycholinguistics. Pedagogical aspects of the teaching of French as a native and foreign language.)

Some recent special issues:

No. 8, Dec. 1970: "Apprentissage du français langue étrangerè."

No. 24, Dec. 1974: "Audio-visuel et enseignement du français."

No. 29, Feb. 1976: "Apprentissage du français par les travailleurs immigrés."

5. Mélanges CRAPEL, Université de Nancy II, 1 issue/year. (Collection of theoretical and practical articles on language learning and teaching)

6. Bulletin CILA (Commission interuniversitaire suisse de linguistique appliquée), Université de Neuchâtel, 2000 Neuchâtel, Switzerland. (Collection of articles on theoretical and practical aspects of language teaching)

No. 24, 1976: "L'enseignement de la compétence de communication en langue seconde."

7. Bulletin pédagogique I.U.T., Langues vivantes, 8 avenue Cauchy, 92330 Sceaux, France, 3 issues/year. (Didactics of foreign languages in France)

8. Bulletin de Linguistique Générale et Appliquée, Département de Linguistique, Université de Besançon, 30 rue Mégevand, 25000 Besançon, France, 2 issues/year. (Articles on general linguistics, applied linguistics,and foreign language pedagogy)

9. Cahiers du CRELEF, Centre de Recherches en Linguistique et Enseignement du Français, 30 rue Mégevand, 25000 Besançon, France, 2 issues/year. (Teaching French as a native language: linguistic and pedagogic aspects)

10. Langues Modernes, Association des Professeurs de Langues Vivantes, INRP, rue d'Ulm, 75005 Paris, France. (Teaching of foreign languages in France)

Language Acquisition Research

Research in Progress (Institutional)

"Analysis of the Linguistic Productions of Adult Learners Using the Method 'Ich Kann Deutsch'"

by S. Marandon and B. Helmling
Centre Audio-Visuel de
1'Ecole Normale Supérieure
de Saint-Cloud
2 avenue du Palais
92210 Saint-Cloud, France

We are trying to establish the relationship between spontaneous productions and memorized utterances and through this comparison to get some insights into the processes of language acquisition within the framework of the methodology used. We are also conducting a diagnostic analysis of the errors of the students in their linguistic productions.

Research in Progress at C.R.A.P.E.L. (Centre de Recherches et d'Application Pédagogique en Langues de 1'Université de Nancy II)

C.R.A.P.E.L.
Université de Nancy II
23 Boulevard Albert 1er
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I. Research on the learning of written communication

Objectives: Certain problems in the comprehension of written texts are not linked to difficulties in decoding of morpho-syntax or semantics, but rather involve difficulties of the following types: graphic (the meaning of italics, misprints, lay-outs and punctuation, etc.), discursive (narrative structure, exposition style, etc.), and communicative

(function of communication, modulation, presupposition, etc.)

The habits and mechanisms involved in reading the native language as well as the rhetorical and propositional development in the native language can have an effect on the efficiency of reading in the target language. It is therefore important to recognize the nature and identify the manifestations of these difficulties and to determine the similarities and differences between writing in the native and target language in terms of the organization and presentation of information.

1976-1977: A comparative analysis of English and French newspaper articles is being made from these points of view:
--propositional, discursive, and communicative development
--the organization of information, particularly the distribution of thematic and rhematic elements.

II. Research on oral discourse

Objectives: The overall objective of this research is to analyze the discourse strategies and to identify a structure of discourse. In addition to the verbal elements, the prosodic (essentially intonation), paralinguisitic and kinesic systems are examined.

Objectives: Analysis of interaction processes in a limited number of communication settings. Construction of a model of the interaction processes in a seminar situation. Creation of video materials useful in the teaching of directed or semi-autonomous groups.

1976-1977: The research is presently devoted to the study of verbal and non-verbal elements in a discourse analysis of seminars based on a corpus of video tape recordings.

Research in Progress at CREDIF (Centre de Recherche et D'Etudes pour la Diffusion du Français)

CREDIF
Ecole Normale Supérieure de Saint-Cloud
Avenue Pozzo di Borgo
92 Saint-Cloud, France

There are four basic themes in the research conducted by CREDIF: French as a Foreign Language (FFL), French for Special Purposes (FSP), French for migrant workers, and teaching French as a first language. In addition to these areas of research, CREDIF also does work in the areas of language teacher training and French teaching materials.

French as a Foreign Language:

(a) The determination of a threshold level of French as a foreign language with the goal of establishing a European

system of capitalizable units for adults. The research group is taking a systematic approach to the problem of defining language learning objectives. This implies: (1) selecting a target group of foreign language learners for which the program is intended; (2) determining the situations in which these learners must function (setting, topics, psychological and social roles); (3) establishing a list of language functions and notions; (4) specifying language forms (structures, phrases, and vocabulary) needed by the learner; and, (5) determining a degree of skill (communicative competence) expected of a successful learner. This research is reported in Un Niveau-Seuil, Strasbourg Conseil de l'Europe, 1976; Daniel Coste, "Un Niveau Seuil" in Français dans le Monde, No. 126, 1977.

(b) Research into the special characteristics of the written code (and its relationship to the oral code) for the learning of reading and writing in a foreign language.

Research in Progress (Individual)

Research in Progress by Uli Frauenfelder (Vincennes) and Rémy Porquier (Besançon)

The following research in progress aims to provide a theoretical framework for methodology in interlanguage research and to propose a model. The research is based on the following postulates:

1. Interlanguage can be described as a system of variable rules and inferred strategies.

2. The Interlanguage of a learner can be partially reconstructed on the basis of certain observables: production (P), comprehension (C), and intuition (I).

Intuitions are of two overlapping types: linguistic (knowledge of the language) and situational (knowledge of the world. For the linguistic intuitions, it is important to distinguish various types according to their nature (conscious, unconscious), their origin (NL, IL, TL) and the learning setting (captive, non-captive). The way these intuitions are used in activities of both production and comprehension is still not clear to us.

In order to better understand the complex relationship between C/P/I, we have constructed a series of charts. The first is an inventory of the possible elicitation procedures (EPs) based on the distinction C/P/I. It is our hypothesis that there are several important variables which determine the type of linguistic intuitions involved in production and comprehension. We are trying to isolate some of these variables such as: type of constraint on the learner, free speech versus multiple-choice exercise, written versus oral, time allowed, and the attention paid by the learner. An analysis and classification of the EPs with respect to such variables will help to identify the kinds of data elicited and to determine their comparability.

Based on the information provided by these charts, it will be possible to examine certain IL hypotheses (Selinker, Widdowson, and Adjemian) and to show some limitations therein. The ultimate step of this research will be to construct a model of IL capable of integrating the facts supplied by the charts.

Research in Progress by Colette Noyau, Département d'Espagnol, Université de Paris VIII, Route de la Tourelle, 75012 Paris, France

The French inter-language systems of two Spanish immigrants living in small French villages for ten years were studied. They had two different IL systems despite similar (rural Spain) backgrounds. One system was close to the Spanish surface structure with frequent recourse to a mixture, while the other was similar to a pidgin (no temporal markers, reduced verbal morphology, high frequency of certain idiomatique expressions of familar French). These differences should relate to differences in attitudes towards French and the conditions in which learning began.

"The English of Intermediate French Students" by Clive Perdue (Université de Paris - Vincennes)

Quantitatively, it was hoped to examine an idea put forward by various writers, that "In a given contact situation, the approximative systems of learners at the same stage of proficiency roughly coincide, with major variations ascribable to differences in learning experience," (Nemser), that a "community of language learners" (Levenston & Blum) share to some extent their/an "idiosyncratic dialects" (Corder), etc.

Corder's (1971) algorithm was used to establish a typology of the syntactic errors of equivalent[1] populations of French students of English in 1970 (A), 1973 (B), and 1974 (C), the corpus being in the first instance essays, written in examination conditions but with a very generous time limit. The frequency of each type of error (measured in terms of percentage of students making it) for A, B, and C correlated very highly.

The insufficiencies of this type of correlation are by now well known: How does one distinguish between error/mistake without immediate access to the student? How does one account for avoidance strategies? What is the relationship between the task set and the linguistic rules used? and so on. An attempt was made to obtain some insight into the grammatical intuitions of the population--its "reference rules" (Widdowson)--through the error recognition and rewriting test of Holland (1970). The subjects of populations B and C were asked, after their essays, to read a text by Iris Murdoch into which had been "planted" (Holland's word) twenty or so errors "typical" (Holland's) of the essays of population A, and to identify and correct these errors.

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[1]With as far as possible the same learning experience, age, proficiency, etc.

The results[2] of B and C with respect to: errors recognised and corrected correctly, errors recognised and 'corrected' incorrectly, errors not recognised, correlated very highly indeed. Furthermore, B and C tended to 'correct' incorrectly both erroneous and grammatical forms in the text in such a way as the resultant forms showed striking similarities with forms already encountered in the original typology of errors. Quantitatively, there does seem to be a dialect.

"Difficulties in Learning a Second Language"

by J. Piolle and D. Véronique
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Générale et Appliquée
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Our basic hypothesis is that only a study of learner's errors provides an adequate basis for the prediction and explanation of difficulties in learning a second language and thus the process of learning a second language. We are working on some methodological questions of contrastive analysis and error analysis, notably examples of the application of linguistics to the teaching of a second language.

Article by D. Véronique:
"Les productions fautives en langue seconde" in Cahiers de linguistique d'orientalisme et de Slavistique, No. 5, 6, 1975, p. 439-447.

In addition, Véronique is involved in a research project on adult education for migrant workers.

"The Acquisition of Syntax and Phonology by French-Speaking Children"

by Françoise Redard
Centre de Linguistique
Appliquée
Université de Neuchâtel
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2000 Neuchâtel, Switzerland

The importance of second language teaching in Switzerland (from one to three languages per student depending upon the school) has lead us to investigate the problem of the relationship between first and second language learning. The question is clearly stated in an article by Py and Redard: "How to Modify First Language Instruction So as to Assist the Learning of Second Languages?" (Bulletin CILA 18 Neuchâtel, 1973, p.22-30). Such a broad question should generate many more specific studies. It is with this

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[2] A discussion of these results has appeared in Etudes de Linguistique Appliquée, 25 (janvier-mars 1977).

perspective that we have undertaken two analyses. Starting with the idea that any proposal to modify first language instruction should take into account learning strategies used by the children, we first examined the acquisition of the interrogative in L1 acquisition by children three to four years old. Then we tried to see how older children (six to seven years) become aware of certain aspects of their linguistic competence; in particular their phonological system. Thus an investigation, conducted in first, second, and third years of a primary school (six to eight years of age) in collaboration with their instructors, has made it possible to generate some hypotheses on the heuristic processes put into operation through this discovery procedure. The results of this study are described in greater detail in the following publications by the same author:

"Etude des formes interrogatives en français chez les enfants de trois ans," Etudes de Linguistique Appliquée 21, Paris, 1976, 98-110.

"La prise de conscience du système phonologique par des enfants francophones en âge de scolarité," Bulletin CILA 26, Neuchâtel, 1977.

"The Acquisition of English as a Second Language"

by Claude Truchot
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By means of error and discourse analysis, the oral production of French students learning English is studied to discover the approximative systems of these learners. A further aim, more pedagogical in nature, is to find elements in learner speech that are useful in defining such notions as level and progress. Finally, placement tests will be analyzed in light of these findings.

Also relevant to the above research project are the following Truchot publications:

"Les tests de langues: réévaluation critique" in Les Langues Modernes, 1971, 2.

La mesure des niveaux intermédiaires dans l'acquisition d'une langue seconde. Thèse dactylographiée. Université de Paris VII, 1972.

"A propos de l'acquisition d'une langue seconde" in Les Langues Modernes, 1974, 3/4.

"Le Test de Compréhension de l'Anglais Oral, étude d'une adaptation à l'objectif",in progress.

Recently Completed Research

"On Two Independent Sources of Error in Learning the Syntax of a Second Language"

by Jean-Yves Dommergues
Département d'anglo-américain
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75012 Paris, France

and Harlan Lane
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The analysis of syntactic errors made by 505 French students majoring in English at the University (using mainly the English Structure subtest of the TOEFL) has shown the need to distinguish between two fundamentally different types of error, those due to the overextension of rules in the native language (interference errors), and those due to the overextension of newly-acquired rules in the foreign language (analogy errors).

The authors have developed a method for measuring the extent to which an error (or test item) draws on each of the two sources of difficulty. The two contributions to a syntactic error can be measured by asking L2 and L1 speakers, respectively, whether a sample sentence is a plausible native utterance (literally translated for the interference errors). Judges' ratings correlated .41 and .47 ($p < .01$), respectively, with the probability of actually committing them (multiple $R = .59$)($p < .01$). With students' L2 proficiency taken into account, along with the two kinds of ratings, syntactic errors were highly predictable (multiple $R = .78$)($p < .001$).

It was found that the more the students acquire a global knowledge of English, the less they make interference errors. However, the curve relating the percent of students making analogy errors and the students' percentile rank on TOEFL is very different from the curve for the interference items: relatively pure analogy items are most enticing for students at intermediate levels of English proficiency (a bell-shaped curve).

However, most of the errors students made in L2 reflect the two sources, interference and analogy, working together. The authors show that it is a mistake to believe that all errors are either of one kind or the other although the method developed allows us to conceive and isolate relatively pure interference and analogy items.

Although these two types of error have a quite different relationship to overall proficiency, they appear in the questions of most tests, including the TOEFL. Items eliciting errors of analogy may be unwelcome on proficiency tests (because they don't discriminate between the most and the least proficient students) but useful in diagnostic tests and in tests submitted to students with different native languages.

The results of this study are reported in "On two Independent Sources of Error in Learning the Syntax of a Second Language," in Language Learning, 1976, 26, 1, 111-123.

Research on Error Analysis and Learning Strategies by Bernard Py (Université de Neuchâtel)

Our research is based on the notions of error and interlanguage proposed principally by Corder, Nemser, Richards, and Selinker. We are trying to discover, inductively, grammars that can account for the successive stages of interlanguage for a given learner. A comparison of these grammars should provide some information first on the way in which the learner progresses (learning strategies), and secondly on the possible homogeneity of these strategies in a population of learners with different backgrounds. In addition, we hope to devise an error analysis technique based on a modern theory of linguistics (Chomsky, 1965).

We have decided to limit our study to a precise area, the acquisition of the French interrogative by diverse groups of non-natives. A corpus of written data was collected longitudinally at three points in time (separated by six weeks) by means of three batteries of four tests. The subjects were about 80 students with many different native languages, but mostly German and English.

The study of a great number of individual cases as well as statistical computations (counting and correlation) has allowed us to formulate certain hypotheses regarding the linguistic characteristics of the interlanguage system. To do this, we have used an ad hoc reference to which the errors were interpretable as violations of certain parts of this grammar. A comparison of the interlanguages formalized in this way, permit us to observe the learning strategies which seem to be the most frequent or important.

A more complete summary of our results can be found in the following publication by the same author:

"Etude expérimentale de quelques stratégies d'apprentissage d'une langue étrangère par des adultes," Etudes de Linguistique Appliquée 21, Paris, 1976, 81-97.

Research on Contrastive Analysis

by Bernard Py
Université de Neuchâtel
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2000 Neuchâtel, Switzerland

About twenty years' worth of experience has shown us what can reasonably be expected from contrastive analysis: a tool helping to better understand certain aspects of second language acquisition, a heuristic procedure useful in the study of language universals, and a method of comparison.

We have tried to illustrate these three directions of research in studying the interrogative in four languages: Spanish, French, Italian, and English. We have first described a model for the interrogative (using a theoretical framework largely inspired by Chomsky and Fillmore) in which there is a base common to all four of the languages and four groups of rules (one for each language) related in ways we have tried to make explicit.

The efficiency of this a priori theoretical apparatus was tested by an analysis of the behavior of several groups of learners (Italian and Spanish students of French and English). A detailed study of the most frequent errors by means of our contrastive grammar has permitted an evaluation of its psycholinguistic validity and a formulation of some hypotheses on the way in which transfer influences in the formation of the interlanguage. Our conclusions allow us to participate in the debate between those linguists who doubt the role of interference and those who attribute an important role to it. We think that transfer is involved in acquisition but not on the same level as other strategies such as overgeneralization. Transfer supplies the learner with a sort of raw material which he then forms by means of other strategies that cannot be detected by contrastive analysis.

This research is reported in:

Arcaini, E., R. Favretti, B. Py: Analyse contrastive et apprentissage des langues: la syntaxe de l'interrogation en espagnol, français, italien et anglais, Bologna, Patron, 1977. (in press)

Additional research in linguistic problems of migrant workers and their families by the same author is discussed in:

Py, Bernard: "Description critique de'une expérience sur l'enseignement de la langue d'origine à des enfants migrants." A paraître dans les actes du 10ème Séminaire de l'AIMAV intitulé Problèmes linguistiques des enfants de travailleurs migrants (Gand, 28-30 mai 1976). (in press)

Theses

"Theoretical Study of Strategies of Language Acquisition"

by Dr. Cherchi
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Civilisations Etrangères
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This study deals with some of the properties of transitional competence (interlanguage) observable in French learners of English. The relationship between a form used by a learner and the meaning intended by that learner is described by exploring a corpus of written data. On the basis of an error analysis, some of the more general processes are inferred: starting with the structure and operation of the interlanguage lexicon and some differences when compared with the native lexicon. There is a detailed analysis of lexemes both in and out of context. In addition, several structural aspects of the interlanguage utterances are examined. First, there is some variability in the learner's use of determiners in a noun phrase for which an explanation is sought. Also, the analysis of aspectual elements (perfective and progressive) serves to study certain strategies when there is a divergence between omission and misuse of these elements. Another important domain studied is that of the use of modals (have to, perhaps, etc.) in the interlanguage. Finally, the relationship between the predicate and its complement was studied in various forms such as transitives, intransitives, reflexives and passives as they were manipulated by the learners. The whole analysis sheds considerable light on "interlinguistic" activity, still insufficient to elaborate a model but useful in individualized instruction.

This research is the subject of the author's doctoral thesis:

L'anglais à l'Université: étude théorique des stratégies d'acquisition (Doctoral thesis, Paris VII University, 1977).

"The Relationship Between Individual Learner Differences and Achievement in Language Learning"

by Monique Lambert
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The objectives of this study were to isolate and analyze factors which might account for the competence of students acquiring a second language. The subjects for this study were students (N = about 500) learning English at Vincennes University (Paris VIII). They were tested during three consecutive years in order to determine their initial level of English upon entering the university and to follow their subsequent progress in English.

Individual variables (age, sex, native language, amount of exposure to English in the classroom and through travel, socioeconomic background) and psychological variables (attitudes and motivation) were correlated among themselves and with the scores of the TOEFL test.

A group of five variables (motivation based on an attitude questionnaire, length of English studies, socioeconomic background, length of stay in English-speaking country, and the results of the MLAT) proved to be the best predictors of English competence (multiple correlation, R = 0.847 on the TOEFL scores). The analysis of the students' motivation clearly showed that their confidence in their own competence determined a series of positive attitudes (exposure to English through books, magazines, TV, radio, and English speakers). The two types of orientation, instrumental and integrative, had hardly any relationship to the TOEFL scores.

The research carried out showed that a number of variables played a role in facilitating or impeding second language competence. It was very difficult to analyze the individual variables and measure their respective influence on the language learning of the average student as some factors tended to counteract the influence of others.

For this reason, current research is being conducted on only two classes of learners--very successful and very unsuccessful language learners--rather than on a random population. Both classes consist of learners with a university education, similar socio-economic backgrounds, and a profession in which they use their intellectual abilities and former training.

The methodology consists of answering a questionnaire on previous training in languages, languages spoken at home, exposure to languages, etc., and a semi-directive interview based on an introspective account of the processes of language learning and questions on feelings of anomie, ethnocentric tendencies, parent reinforcement, etc. The answers that seem to play a decisive role in both groups will be further analyzed and tested on a random population. The findings of these investigations may permit us to elaborate a socio-psychological theory of second or foreign language learning.

"Error Analysis of English Learners of French" (Doctoral Thesis, Paris VIII, 1975)

by Rémy Porquier
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The spontaneous speech of four different groups of adult anglophones (4 American students, 12 British teachers of French, 5 British civil servants, and 2 British students) with a good knowledge of French was analyzed for morphological and syntactic errors (1000 errors) using the following procedure:

1. Identification of errors;

2. Interpretation of the deviant utterances;

3. Classification of the errors according to three criteria:

   (a) Type of deviation from the native production (omission, addition, etc.),

   (b) Grammatical categories (NP, VP, DET, etc.), and

   (c) The source: interlingual and intralingual.

A global error analysis was first conducted on the productions for all the groups. Then, in order to make a partial description of the individual transitional system, the productions, deviant or not, were considered for each individual. Finally the results for the three classifications were compared: a and b, b and c, a and c. The principal conclusions of the study were as follows:

1. Identification, classification, and analysis of errors exposed a certain number of important differences across learners.

2. The distinction between intralingual and interlingual errors proved to be justified as a large number of errors could be attributed only to overgeneralization and not to interference.

3. It was found that the productions for each individual are characterized not only by errors but also by discourse strategies which together reveal certain aspects of the interlanguage: regularity (IL rules), variabilities (mon père/ma père), and particular strategies of expression (message abandonment or direction change--i.e.. lorsque j'étais euh marié/ après j'étais marié/J'avais été marié/je suis marié/ après deux...trois années de mariage).

4. Error analysis can contribute to the pedagogic description of French as a Second Language. The grammatical description of French in several recent textbooks is shown to be incomplete by the results of this error analysis for several precise points (encore, déjà, toujours, etc.).

The author has also published the following articles in the area of intermediate systems and error analysis:

"Progression didactique et progression d'apprentissage: quels critères?" in Etudes de Linguistique Appliquée, 16, 1974, pp. 105-111.

"Analogie, généralisation et systèmes intermédiaires dans l'apprentissage d'une langue non maternelle" in Bulletin de Linguistique Appliquée et générale, 3, 1975, Université de Besançon.

"L'analyse des erreurs: limites et perspectives" in Etudes de Linguistique Appliquée, 25, 1977.

"Systemes intermédiaires et analyse de productions" in Bulletin de Linguistique Appliquée et Générale, 5, 1977, Université de Besançon.

▷ Language Pedagogy Research

Research in Progress (Institutional)

Research in Progress at ACREA

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The method developed by ACREA is called Learner Control and was greatly influenced, at least at the beginning, by the

"Silent Way." As a result, research is directed especially at creating materials and perfecting teaching techniques which give the learner autonomy at a very early moment (...the first hour of the first lesson, if possible). ACREA has developed "communication exercises" for all levels and found it important not to divorce writing from speaking, since both aspects tend to reinforce learner autonomy.

In response to requests from companies to organize intensive sessions, ACREA also has worked on syllabuses in English for Special Purposes (for learners from computer science and aeronautical professions). We also offer training courses and outside seminars for teachers and others interested in Learner Control and other teaching trends such as suggestology.

Research in Progress at B.E.L.C. (Bureau pour l'Enseignement de la Langue et de la Civilisation Françaises

B.E.L.C.
9 rue Lhomond
75005 Paris, France

The functions of B.E.L.C. in the teaching of French as a foreign language are threefold: (1) documentation and information, (2) teacher training, (3) research in Applied Linguistics and teaching methodology.

The research activities (see Etudes de Linguistique Appliquée, No. 22, 1976) of B.E.L.C. are the following:

1. Teaching methodology for beginning and advanced levels. (Le Français dans le Monde, No. 123 and No. 134, 1977)

2. Games and creativity in the language classroom. (Le Français dans le Monde, No. 123, 1976)

3. Linguistics and methodology. (Lamy and Portine, "Linguistique et Méthodologie," mimeo, 1977) (Lamy, "Pédagogie de la Faute et de l'Acceptabilité" in Etudes de Linguistique Appliquée, No. 22, 1976)

4. French for Special Purposes (FSP), Scientific discourse analysis. (Darot, "Discours mathématique et discours pédagogique," B.E.L.C. mimeo, 1977) (Beacco and Darot, "Analyse de discours et lecture de textes de specialité," B.E.L.C. mimeo, 1977) (Beacco and Darot, "Discours des Sciences Sociales," B.E.L.C. mimeo, 1977) (Beacco, Darot, Malandain, "Compte-rendu d'une expérience pédagogique en français fonctionnel." To appear, 1978)

Research in Progress at the University of Bern (Department of Applied Linguistics of the Institute of Linguistics, University of Bern, Switzerland)

Empirical research is being conducted in the following areas:

1. Analysis of the process of transfer of knowledge acquired in a formal learning setting.

2. Identification of the language needs of learners and the implications for pedagogical programs.

3. Analysis of the possibilities and limitations of individualized instruction.

Pedagogy:

1. Description of and experimentation with techniques of transfer.

2. Description of and experimentation with techniques of identifying language needs and the definition of learning objectives.

3. Utilization of various materials for individualized learning and self-evaluation.

4. Application to language teaching of research in pragmatic linguistics.

Recent publications and work in progress by researchers affiliated with the University of Bern:

Richterich, René and Nicolas Scherer, "Communication orale et apprentissage des langues." Paris, Hachette, Coll. F, 1975.

Richterich, René, "Les situations de communication et les types de discours." In: Le Français dans le Monde, "Pour une sociolinguistique appliquée," No. 121, mai-juin 1976, pp.30-35.

Richterich, René, "Essais d'application d'un cadre de référence pragmatique à la réalisation de matériels d'apprentissage du français langue étrangère." In: Roulet E. et Holec H. (eds.), L'enseignement de la compétence de communication en langues secondes, Neuchâtel, Bulletin de la CILA, No. 24, 1976, pp.45-62.

Richterich, René, "L'identification des besoins langagiers des adultes apprenant une langue étrangère." Strasbourg, Conseil de l'Europe (to appear).

Richterich, René, "L'identification des besoins langagiers et la négociation des objectifs pédagogiques dans l'apprentissage d'une langue seconde." (In progress)

Joint Project by the Research Teams for English, Spanish, French and Russian. Researchers include: P. Chaix (Coordinator), M. Candelier, C. O'Neil, A. Regourd

Centre Audio-Visuel de l'Ecole Normale Supérieure de Saint-Cloud
2 avenue du Palais
92210 Saint-Cloud, France

The goal of this project, commissioned by the Commission Nationale Francaise for UNESCO, is to provide a critical study of the different modalities of individualized instruction in the acquisition of a second language. More precisely, it will be a matter of:

- --analyzing the methods, materials, and teaching systems with the help of tools defined in the first stages of the project.
- --perfecting some definitive criteria for a typology and of establishing a classification.
- --interpreting the results obtained to specify the directions being taken in the learning of modern languages.
- --isolating interesting points proposed in the various methods.
- --furnishing a possible model for learning in other areas.

Publications by the research team:

Candelier, M., "Analyses linguistiques et enseignement des langues vivantes étrangères--Principes de bon usage illustrés." In: Etude de Linguistique Appliquée, No. 25, Mai 1977).

Candelier, M., "Les critères de détermination de la progression grammaticale dans diverses méthodes d'allemand." In: Etudes de Linguistique Appliquée, No. 16, 1975, pp. 14-32.

Candelier, M., and P. Chaix, "Problèmes de systématisation et de conceptualisation grammaticales dans un enseignement audiovisuel de langues vivantes." In: Dossiers Langues Vivantes E.N.S./C.A.V. St. Cloud, 1974, p. 53.

Chaix, P., "L'enseignement des langues vivantes et les méthodes audiovisuelles." In Avenirs, No. 263-4-5, avril-juin 1975, p.241-249.

Chaix, P., C. O'Neil, and A. Regourd, "Report of Seminar on Language Teaching organized by ICEM at St. Cloud." Educational Media International, No. 3, 1974, pp. 2-6, 17-19, 26-29.

O'Neil, C., "Quelques problèmes de l'enseignement d'une seconde langue à des enfants de huit ans par une méthode audiovisuelle." In: Sciences de l'Education, No. 2, 1970, pp.52-59.

Research in Progress at C.R.A.P.E.L.--Université de Nancy II

I. Research on teaching and learning strategies for adults

Objectives: To conduct theoretical studies and to make experimental observations necessary to set up a learning program so that adults who cannot take courses regularly and adults who want to maintain or perfect their knowledge of a foreign language might study a foreign language in semi- or total autonomy.

II. Research on the teaching and learning of beginning Oral English

Objectives: To set up a beginning course for learners who want a minimal oral communicative competence. Theoretical research: the establishment of content and learning progression. Experimental research: the establishment of techniques and methods.

Publications:

Duda, R., "Compréhension écrite et compétence de communication." In: Actes du Colloque de la Commission Interuniversitaire Suisse de Linguistique Appliquée, Neuchâtel, 1976.

Holec, H., "L'apprentissage de la compétence de communication au niveau débutant: les documents de travail." In: Actes du Colloque de la Commission Interuniversitaire Suisse de Linguistique Appliquée, Neuchâtel, 1976.

Riley, P., "An experiment in teaching communicative competence within a restricted discourse (The CAPES 'Présentation de la Nouvelle')." In: Actes du Colloque de la Commission Interuniversitaire Suisse de Linguistique Appliquée, Neuchâtel, 1976.

III. Research on the teaching and learning of language for special purposes

1976-1977:

The setting up of a Medical English course for

--training in written comprehension by practicing different strategies of rapid reading (skimming, information searching, etc.)
--training in the writing of articles and abstracts
--training in specialized oral comprehension--the use of audio-visual materials (short films and video tapes)
--training in specialized oral expression

IV. Pedagogical research on the teaching of French reading and writing skills to migrant workers

This research, which is in part financed by the CNRS (1975-1978), is a comparative study of the efficiency of various teaching methods for the migrant worker in France. The study consists of:

1. A precise analysis of some teaching methods for migrant workers and their children (linguistic content, audio-visual aids, choice of linguistic materials, and sequencing).

2. Theoretical research on the notion of efficiency.

3. A report based on observations of the operation of certain groups.

4. A collection and analysis of information on research conducted abroad.

5. Research on the problems specific to the learners and the learning conditions (Portuguese, Arabic, or Turkish).

6. Research to set up a pedagogy not based exclusively on an analysis of the language (structural approach) but which is focused on communicative needs (use of the notion of communicative competence and discourse functions).

Research in Progress at CREDIF

Projects in Language Teaching Methodology:

1. The role of visual aids in language teaching methodology. (November, 1977)

2. The characteristics of a Functional Grammar for the teaching of French as a foreign language (in collaboration with Mr. André Martinet, professor of linguistics at Paris V). (To be published January, 1978)

3. French teaching methodology for Level 2, that is, for learners having had at least 300 hours of French. (First half published by Didier. The complete work in press at Interlingnes Didier.)

4. Methodology for teaching French as a foreign language to students 13-14 years old. (June 1978)

5. Teaching methodology for using comic strips in French as a foreign language. (October 1975-1978)

6. Methodology for using music in the teaching of FFL. (1975-1978)

Materials for French for Special Purposes (FSP):

1. Methodology for the elaboration of a contextual dictionary of Geology for non-francophones: Dictionnaire Contextuel du Français pour la Géologie, 2 vol., Didier, Paris.

2. Methodology for the elaboration of a contextual dictionary on political life for non-francophones (mimeo brochure: CREDIF).

3. A method for French economics for foreign students (June 1977), for geometry (mimeo, 1976), for technology (1975-1977), for natural sciences (in press, Didier, Paris).

4. Teaching methodology for French with a scientific orientation (Horizons Scientifiques) for Advanced Medical French, for indirect discourse and journalistic commentary (Le discours rapporté: Collection VIC, Didier, Paris).

Studies in French as a foreign language, in France (Migrants):

1. Teaching French and technology to foreign adolescents in secondary schools (in press, 1977).

2. Methodology of French as a foreign language: in primary schools (to appear 1977), to female arabophones (October 1977).

3. Group dynamics in a class of foreign children (research report, 1977).

4. The problems of linguistic interference in a class of migrant children (in collaboration with Grenoble, October, 1977).

5. Pedagogical aspects of teaching French to foreign

children in France (Didier, 1977) to migrant workers (in press, Didier, Paris).

6. The learning of language and mathematics by migrant workers (May 1976 - June 1978).

7. The methodology for teaching written French to those workers with an oral knowledge (mimeo, 1976).

Research in Progress (Individuals)

"Is Textbook English English?"

by John Humbley
Lettres et Sciences Humaines
Université de Paris XIII
Avenue J. B. Clément
93 Villetaneuse, France

and Danielè Troillet
Université de Bordeaux III
Bordeaux, France

A group of university teachers who have been working together for the past few years in applied linguistics have recently turned their attention to research on vocabulary and English language teaching. At present, a study is underway on the basic English vocabulary found in textbooks published in France for children beginning English in the secondary school.

The corpus analyzed consists of six recently published textbooks for 11-12 year olds and one widely-used 20-year-old method which has been taken as a point of reference. The word counts from these textbooks are then compared, with regard to the frequency, range and distribution of lexical and grammatical items with those found in the various basic vocabularies of English known throughout the world. This necessitates on one hand an evaluation of the reliability of word counts as such, and, on the other hand, within the limits of this reliability, a comparison of general word counts with what is found in the textbooks. Special attention is given to items which figure heavily in the English textbooks, but infrequently in a majority of word counts, not forgetting of course the contrary phenomenon: grammatical and lexical items of high frequency which are conspicuous by their absence in English texts.

Besides looking into the lexical and to a certain extent into the grammatical progression of these methods, the team is working in collaboration with psychologists who analyze the vocabulary in the light of the interests of a

child of this age group, to see to what extent the world which is presented to them is what that author imagined the child's world to be and not the child's world itself, for this would constitute an obstacle to communication and motivation.

The aim is to determine a minimal vocabulary which the child can actually use, and to test it on a significant sample of French beginners in secondary schools.

Research in Progress

by Fanny Saferis
C.E.F.J.
Université de Paris III
Sorbonne
75006 Paris, France

Fanny Saferis has helped develop and spread new methods in foreign language teaching in France. Suggestopedia, developed by Dr. Lozanov at the Institute of Suggestopedia of Sophia, Bylgaria, is already used in many countries, including Canada and the U.S.A. It is based on the creation by the teacher of a setting favorable for the activation of the learner's mental faculties. Suggestopedia consists of a group of simple techniques aimed to "Desuggest"--that is, to eliminate the defense mechanisms and inhibitions that hinder learning and to "resuggest" agreeable and motivating learning conditions.

Related articles by Saferis:

"A l'Institut de suggestologie de Sofia" in Le Monde de l'Education, December 1975.

"Des recherches pour demain" in Le Monde de l'Education, April 1977.

"Une langue étrangere assimilée en un mois. Les promesses de la suggestopédia" in Psychologie, June 1976.

Additional research in language teaching methodology and translation:

Jean-René Ladmiral
Université de Paris-X-
Nanterre
200 Avenue de la République
92001 Nanterre, France

Additional research on the teaching of English as a foreign language by:

D. Savey
Université Paul Valery
B.P. 5043
34032 Montpellier, France

Theses

Theses prepared by C.R.A.P.E.L. members:

Abe, Danielle, La compréhension écrite en langue étrangère: étude théorique et applications pratiques.

Cembalo, Michel, Rôle de la mémoire dans l'apprentissage d'une langue vivante étrangère.

Duda, Richard, Vers une rhétorique de la connotation.

Gremmo, Marie-José, Problématique de la lecture en langue étrangère.

Roussel, Francine, Etude psycholinguistique de l'activité de compréhension orale en langue étrangère (anglais).

Theses in Discourse Analysis prepared at the Centre de Didactique des Langues, Université des Langues et Lettres de Grenoble:

Avezou, C., Analyse du discours pédagogique dans une classe du secondaire (espagnol) (in progress).

Bourguignon, C., Etude des situations de communication en cours de langue pour adultes (in progress).

Curatolo, P., Etude des situations de communication en classe de langue et des comportements langagiers consecutifs (1976).

Carrasco, S., Les échanges verbaux en classe de langue (1976).

Metral, J., Etudes sur la catégorie de la personne dans les échanges verbaux en classe de langue (1975).

TABLE OF CONTENTS

	Page
CONFERENCE REPORTS	
Boston Conference	2
Linguistic Society of America Summer Meeting	2
Linguistic Society of America Summer Institute	3
Miami Beach TESOL Convention	4
Papers Related to Second Language Acquisition	5
Colloquia on Second Language Acquisition	12
ANNOUNCEMENTS	
1978 TESOL Convention	15
New Research Project	16
REPORT ON RESEARCH ACTIVITIES IN FRANCE AND FRENCH-SPEAKING SWITZERLAND	
Introduction	16
French Journals	17
Language Acquisition Research	19
Research in Progress (Institutional)	19
Research in Progress (Individual)	21
Recently Completed Research	25
Theses	28
Language Pedagogy Research	31
Research in Progress (Institutional)	31
Research in Progress (Individual)	38
Theses	40
READER ACTIVITY SURVEY	
READER INTEREST SURVEY	
SUBSCRIPTION POLICY	

READER ACTIVITY SURVEY

DETACH AND MAIL TO:

Steven Stauss
Linguistics Program
San Jose State University
San Jose, CA 95192
U.S.A.

NAME _____

ADDRESS _____

_____

AFFILIATION _____

Professor____ Researcher____ GradStudent____

RESEARCH IN L2 ACQUISITION:

1. Are you currently conducting research in L2 acquisition? Yes___ No___
   If so, on what aspect(s)?_____
   _____
2. Are you planning to conduct research in L2 acquisition? Yes___ No___
   If so, on what aspect(s)?_____
   _____
3. Is anyone else in your institution conducting research in L2 acquisition? Yes___ No___
   If so, on what aspect(s)?_____
   _____
   _____

COURSES IN L2 ACQUISITION:

1. Are you currently teaching a course in L2 acquisition? Yes___ No___
   If so, in what department?_____
   Course title_____
   Grad_____ Undergrad_____ Required_____ Elective_____
2. If not, do you intend to teach a course in L2 acquisition in the near future?
   In what department?_____ Yes___
   Course title_____ No___
   Grad_____ Undergrad_____ Required_____ Elective_____
3. Does your institution offer any other courses in areas related to L2 acquisition?
   In what department?_____ Yes___
   Course title_____ No___
   Grad_____ Undergrad_____ Required_____ Elective_____

READER ACTIVITY SURVEY (continued)

DISSERTATIONS & THESES:

Are you currently writing, or have you recently completed (in the last year), a dissertation or thesis on L2 acquisition?

Title_____ Yes___

Department_____ No___

Institution_____

M.A._____ Ph.D._____

PUBLICATIONS:

1. In what journals have you published articles on L2 acquisition?_____

_____

2. Do you edit a publication of interest to researchers in L2 acquisition? Yes___

Title_____ No___

Affiliation and/or Address_____

_____

CONFERENCES:

1. Has your institution recently sponsored, or intends to sponsor, a conference, a meeting, or a workshop of interest to researchers in L2 acquisition? Yes___

Title_____ No___

Date and Place_____

_____

For information, contact_____

2. Are you an officer or member of a professional organization that is sponsoring a conference or conference session of interest to researchers in L2 acquisition? Yes___

Title_____ No___

Date and Place_____

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For information, contact_____

READER INTEREST SURVEY

Please indicate your interest in the following:

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Research in Progress			
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Other_____			
_____			
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NEWS TOPICS:			
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READER INTEREST SURVEY (continued)

Are you interested in news of L2 research in a particular geographical area? If so, list the areas of interest to you in order of preference:

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